

K Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Martin County Middle School will increase the combined reading and math KPREP proficiency ratings for all students from to 75.0 by 2022/2023 as indicated by state assessment results.		
Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: MCMS will collaborate to increase the proficiency rate in all students from 61.9 to 62 by May 2019 as measured by K-PREP.	Strategy 1: Learning Culture and Environment: Teachers and administration will collaborate to create a learning environment that will ensure that students are learning in an optimal setting. Student and teacher attendance, enrichment programs, and behavior programs will be monitored monthly through PBIS committee meetings and leadership meetings, Student Assistance Team (SAT) meetings, and Infinite Campus reporting to ensure that quality teaching and learning can occur in each classroom.	Activity 1: Behavioral Support Program PBIS is a research-based system that monitors behavior through Review 360. The PBIS committee meets monthly to discuss and review data to identify trends that will help reduce disruptions in the academic process that will result in positive behavior throughout the school. Teachers teach targeted social skills monthly that will help improve behavior in students. Students are taught expectations at the beginning of the year and review these expectations throughout the year. Teachers use an established list of interventions based on intensity of offenses to reduce negative behavior. The SAT meets weekly to review data of targeted students that may need special attention and need to be checked on by a teacher on a weekly basis in order to prevent the need for intense intervention.	PBIS behavior reports, Infinite Campus attendance, and behavior reports,	Staff responsible includes PBIS coach, administration, and teachers	Grant funds
		Activity 2: Students that have been screened and selected as high potential learners will meet with the talented and gifted educator weekly to complete enrichment activities in their identified areas.	Gifted and Talented progress reports	Academic Support Program; Gifted and Talented teacher	Other
		Activity 3: Attendance To improve proficiency rating, MCMS will improve attendance by reaching a 97% attendance rating and having no more that 5 tardies per student each 9-week period. The PBIS committee meets monthly to review data and identify trends that will help reduce attendance. Weekly, monthly, grading period, and school year incentives are available to students for	Attendance reports on Infinite Campus and K-PREP results	Academic Support Program; PBIS committee	Other

		perfect attendance. Attendance will be monitored through Infinite Campus attendance reports. The committee reports attendance data to the PBIS committee each month			
		Activity 4: After School Activities Monthly activities are in place to communicate with parents in order to address barriers to learning. These activities teach how to help their child/children be successful in school and encourage parents to be involved in their child's education.			
	<p>Strategy 2: Design and Deployment of Standards: In order to obtain a proficiency in reading and math, the curriculum needs to be aligned with Kentucky Core Academic Standards. Teachers updated curriculum maps within content areas to develop a common time frame to teach standards in each grade level. This also allows teachers to plan instruction and assessments collaboratively. This will be monitored through Professional Learning Community meeting minutes and agendas and evaluated by team leads and administration in leadership meeting in May 2019. Administration and teachers will also monitor curriculum maps each semester and at the beginning of each school year (see Design and Delivery strategy). Category: Learning Systems</p>	<p>Activity 1: Professional Learning Community Teachers will meet weekly with content area teams to discuss summative assessment data, formative assessments completed, formative assessments that will be completed the following week, high yield strategies used that were successful, and curricular alignment reviews (periodically). Administration will implement PLC protocol while ensuring data is part of the PLC process and ensure that assessments are designed and reviewed at weekly meetings to ensure that priority standards are aligned with assessment questions and prompts.</p>	Summative assessments; K-PREP results; MAP results	PLC minutes All teachers and principal Ongoing	No funding required
		<p>Activity 2: Professional Development for High-Yield Strategies A team of teachers and the principal will attend KLIP (Kentucky Literacy Intervention Project), a two-year program designed to address the need of quality literacy instruction in Tiers 1, 2, and 3 and in special education. The team will attend meetings that will provide them tools needed for key practices in reading instruction. In monthly staff meetings, the KLIP team will present high-yield strategies to teachers to use in their content areas. The high-yield strategies taught will be used for reading, writing, vocabulary, and grammar. Teachers will be required to use these strategies in the future. This will be reflected in lesson plans and PLC documentation. TSI Target Activity</p>	Summative assessment results; K-PREP results	Lesson plans KLIP team; teachers	Grant funds

		<p>Activity 3: Training to Give Effective Feedback Teachers will receive training in effective feedback procedures by Kim Cornett and other continuous improvement coaches. This training will be presented in staff meeting. TSI Target Activity</p>	KPREP Infinite Campus		No funding required
	<p>Strategy 3: Design, Align, and Delivery of Support Processes: Leadership and teachers collaborate to develop a systematic approach in order to design and deliver core instruction by adopting and implementing select research-based high yield/impact instructional strategies that increase overall student achievement and increase proficiency rating as measured by K-PREP. The instructional process also includes a review of curriculum maps each semester and at the beginning of each school year. Category: Learning Systems</p>	<p>Activity 1: ELEOT Observations Administration and identified team members will complete peer observations and calibrations each week. Calibration results will be a focus of staff instructional meetings. Teachers will receive feedback from observations in a timely manner and use to plan professional development opportunities. TSI Target Activity</p>	Observation data Calibrated reports	Administration and identified team leaders	No funding required
		<p>Activity 2: Tier I Instruction Tier I instruction will be implemented in regular classrooms. Teachers will deliver instruction based on pre-assessment and formative assessment data. Teachers will provide high yield strategies and high-quality instruction to meet individual needs. Teachers will analyze formative assessment and summative assessment data of all students and provide intervention for those who need additional support.</p>	Formative assessments; summative assessments; K-PREP results	All teachers PLC committee minutes; lesson plans	No funding required
		<p>Activity 3: Data Analysis Teachers will use GradeCam reports from pre-assessments to plan and modify instruction. Teachers will analyze pre-assessments and summative assessments in weekly PLC meetings. Formative assessment data will also be analyzed to guide instruction and provide effective strategies for students. Analysis of data will also be used in RTI classes as seen in novice reduction goal.</p>	Formative assessments Summative assessments K-PREP	GradeCam PLC minutes Formative assessments Pre- and summative assessments All teachers	Section 6 funds
	<p>Strategy 4: Design and Deliver Assessment Literacy Leadership and teachers collaborate to create a system to communicate students' state assessment results, track</p>	<p>Activity 1: Operation Student Goal Setting Students will meet individually with teachers to receive the student's state assessment results and motivate students to improve assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed and goals will be set for future RTI assessments. A second</p>	MAP KPREP RTI progress monitoring	Fall – after state assessment results are released Winter- after MAP testing	No funding required

	progress of various assessments, and set goals for state assessment.	conference will occur after winter MAP testing to evaluate progress of MAP goal.			
	Strategy 5: Design and Deliver Instruction Plan strategically in the selection of high yield instructional strategies usage within lessons.	Activity 1: Instructional Process An instructional process has been created to ensure that teachers are providing high yield strategies in the classroom.	MAP KPREP Infinite Campus	Winter MAP Spring MAP Ongoing	No funding required

2: Separate Academic Indicator

Goal 2: Martin County Middle School will increase the percentage of students at or above 55 on the state assessment by May 2019.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: MCMS will increase the proficiency rate of Separate Academic Indices from 55 to 55.9 by May 2019.	Strategy 1: Design and Deliver Instruction MCMS will ensure that the instructional program is intentional and of the highest quality by providing the most appropriate and effective high yield strategies to be implemented in classroom through professional development.	Activity 1: KLIP A team of eight teachers/administration attends the Kentucky Literacy Intervention Project. One component of this two-year project is writing. After learning the strategies in KLIP trainings, the team introduces the high yield strategies for writing in staff meetings or Professional Learning Communities. TSI Target Activity	KPREP	Ongoing	
		Activity 2: Writing required weekly in lesson plans Teachers are required to provide instruction in writing/writing activities at least once a week. Writing can include essays, narratives, extended responses, short answer questions, or on-demand writing pieces.	KPREP	Ongoing	No funding required
Objective 2					

3: Gap

Goal 3: Martin County Middle School will increase the percentage of demographically identified students scoring at or above 62.5 as measured by KPREP by May 2019.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: MCMS will increase student growth within the achievement gap by May of 2019 as measured by K-PREP.</p>	<p>Strategy 1: Design and Deliver Instruction – Aside from other Tier II classes, students in achievement gap will receive a high level of learning through Tier III instruction. Reading intervention teacher will deliver intense instruction in the area of reading. The criteria for the class is a novice rating on K-PREP and MAP instruction by students</p>	<p>Activity 1: Tier III Instruction for Students with Disabilities A Tier III class has been created within the schedule for sixth grade special education students and free/reduced lunch students who are novice in the area of reading through the program System 44. This is an intervention program designed for special education students that includes whole group instruction, a student application through the use of technology, phonics and small-group instruction. The program also measures Lexile levels by having students taking a reading inventory, independently reading at their level, and then retaking reading inventory periodically.</p>	KPREP results	<p>Lexile Level System 44 data MAP scores All teachers Reading intervention teacher Special education teacher</p> <p>Ongoing progress monitoring</p>	Title I
		<p>Activity 2: Tier III Instruction for Gap Students in Reading Three-Tier III classes have been created within the schedule for sixth grade gap students (students with disabilities and free/reduced lunch) in the area of reading</p>	KPREP results	<p>Lexile level Read 180 data MAP scores All teachers Reading intervention teacher</p>	Title I

		through the program Read 180. This intervention program is a blended learning model that includes rotations that are designed to address all levels of intervention. The rotation includes teacher-led instruction, scaffolded practice, and small-group interaction. It also includes independent reading and student application, both of which are student-leveled.			
		<p>Activity 3: Tier III Instruction for Gap Students in Math A Tier III class has been created within the schedule for sixth grade gap students (students with disabilities and free/reduced lunch) in the area of math through the program Math 180. Students will receive intense math instruction by the math intervention teacher.</p>	KPREP results	Math 180 data MAP scores Math teachers Math 180 teacher Progress monitoring ongoing	Title I
		<p>Activity 4: High-hit Students Special education students in all grades have been identified as “high-hit.” These students will receive intense instruction in test-taking strategies once a week. TSI Target Activity</p>	KPREP	Special education teachers Progress monitoring ongoing	No funding required
		<p>Activity 5: Advance Ky. Teachers will use LTF lessons to increase student activity through a rigorously designed instruction. LTF lessons will be completed in all three grades. Advance Ky. will provide job embedded PD and summer training. Data collection will be an ongoing process delivered at PLC’s and monitored by Advance Ky. Funding is also provided for instructional materials and incentives for meeting benchmarks. Annual PSAT assessments will be given to evaluate effectiveness of program and student achievement. TSI Target Activity.</p>	PSAT/KPREP/MAP	Math teachers Advance Ky.	Advance Ky.

Objective 2: MCMS will increase the number of proficient students in math from 44% to 62% by May 2019.	Strategy 1: Design and Deliver Instruction Strategies and programs are implemented at MCMS to ensure student achievement.	Activity 1: Target Student Instruction Individualized instruction by math interventionist will occur in the area of math. Target students will receive intense instruction in all three grade levels base performance levels both summative and formative data. TSI Target Activity	KPREP MAP Infinite Campus	9 week grading period Ongoing Spring MAP	General

4: Graduation rate

Not applicable to middle school		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5: Martin County Middle School will decrease the percentage of students scoring novice in reading from 25.1% in 2017/2018 to 10.94% in 2019 and decrease students scoring novice in math from 29.8% in 2017/2018 to 11.3% by 2019 as indicated by state assessment results.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: MCMS will collaborate to decrease the percentage of students scoring novice in reading from 25.1% to 18.6% by May 2019 as measured by K-PREP.</p>	<p>Strategy 1: Review, analyze, and apply data – Develop a systematic approach to effectively review, analyze, and apply data results of K-PREP, MAP, progress monitoring in RTI, Infinite Campus grades, and formative assessments on a weekly basis in order to monitor the intentional strategies that will impact the students scoring novice in reading.</p>	<p>Activity 1: Data Notebooks Teachers will use data notebooks for RTI classes to monitor progress. The data will be used to drive instruction. Teachers will use a data sheet that includes K-PREP, MAP, progress monitoring in RTI, and 9-week grades from Infinite Campus, pre-assessment, and progress monitoring. Student notebooks will also be implemented to track student data. Students will record their pre-assessment, set a goal, and track their own progress. Students who do not have RTI will keep data notebooks in their enrichment classes.</p> <p>Activity 2: Tier II RTI Class Time has been created in the schedule for Tier II RTI classes in reading and math. Deficit areas in reading have been identified through MAP data for each student scoring novice or apprentice on K-PREP. Students will receive instruction in that deficit area which include informational text and literature. Deficit areas in math have been identified through MAP data for students scoring novice and apprentice in mathematics. Students who are novice or apprentice AND are not in reading RTI will receive instruction in the areas of real numbers and algebra. Teachers and students will keep track of RTI data with data notebooks. At the beginning of RTI classes, students completed pre-assessments. Students will be assessed every 15 school days for progress monitoring. Teachers will use formative assessment data to drive instruction in RTI classes.</p>	<p>KPREP MAP RTI progress monitoring</p>	<p>All teachers Ongoing</p>	<p>No funding required</p>

		<p>Activity 3: RTI Process An RTI process has been created by leadership team to establish criteria for students entering and exiting RTI Tier II classes in reading. Students will meet benchmark or higher on three consecutive RTI progress monitoring assessments. The student will proceed to another reading class and must meet the same criteria to exit. If students meet benchmark in that class and if students are novice or apprentice in mathematics, he/she will enter math RTI class.</p>	KPREP	Ongoing	
		<p>Activity 4: Novice Reduction Classes Reading Three sixth grade novice reduction classes have been established. Students were selected in these classes by the following criteria:</p> <ol style="list-style-type: none"> 1. Novice or apprentice on K-PREP 2. Novice or apprentice on MAP <p>These Tier III reading classes implement Read 180. This intervention program includes whole-group instruction, small-group instruction, student application with technology, and independent reading. Students are assessed through formative assessments in student app, daily small-group lessons and through summative assessments through unit assessments and Reading Counts assessments.</p>	KPREP MAP	Read 180 data Reading intervention teacher Ongoing PM	Title I
		<p>Activity 5: Operation Student Goal Setting Students will meet individually with teachers to receive the student's state assessment results and motivate students to improve or maintain assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed and goals will be set for future RTI assessments. A second conference will occur after winter MAP testing to evaluate progress of MAP goal.</p>	KPREP MAP	All teachers	No funding required
<p>Objective 2: MCMS will collaborate to decrease the percentage of students scoring novice in math from 29.8% in 2017/2018 to 19% by May 2019 as measured by K-PREP</p>	<p>Strategy 1: Review, analyze, and apply data – Develop a systematic approach to effectively review, analyze, and apply data results of K-PREP, MAP, progress monitoring in RTI, Infinite Campus grades, and formative and summative assessments on a weekly basis in order to monitor the</p>	<p>Activity 1: Tier III Instruction Sixth grade novice reduction math classes have been created in the schedule. Students were selected in these classes by the following criteria:</p> <ol style="list-style-type: none"> 1. Novice or low apprentice on K-PREP 2. Novice on MAP <p>The 6th grade class is a Math 180 intervention program. This class includes whole-group instruction, small-group instruction, student application with technology, and independent work. Students are</p>	KPREP MAP	Math intervention teacher Progress monitoring ongoing	Title I

	intentional strategies that will impact the students scoring novice in math. Category: Other – Data Analysis	assessed through formative assessments in the student app and through summative assessments on unit assessments. Students in other novice reduction math classes receive standards-based instruction on content being covered in their regular class but taught in different manner.			
		<p>Activity 2: RTI Classes Math RTI classes have been created in the schedule to reduce the percentage of students scoring novice in math on K-PREP. The criteria for students entering the class included:</p> <ol style="list-style-type: none"> 1. Novice or apprentice rating on K-PREP 2. Novice or apprentice on MAP <p>Students’ deficit areas were identified through MAP data. Classes are based on their deficit areas. Deficit areas include operations, geometry, statistics, and real numbers. Teachers use data notebooks to monitor progress of students.</p>	KPREP	Progress monitoring every 15 school days	No funding required
		<p>Activity 3: Data Notebooks Teachers will use data notebooks for RTI classes to monitor progress. The data will be used to drive instruction. Teachers will use a data sheet that includes K-PREP, MAP, progress monitoring in RTI, and 9-week grades from Infinite Campus, pre-assessments, and progress monitoring. Student notebooks will also be implemented. Students will record their pre-assessment, set a goal, and track their own progress.</p>			
		<p>Activity 4: Operation Student Goal Setting Implement student participation in conducting student/teacher data and goal setting conferences. Students will meet individually with teachers to receive the student’s state assessment results and motivate students to improve or maintain assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed and goals will be set for future RTI assessments. A second conference will occur after winter MAP testing to evaluate progress of MAP goal.</p>	KPREP MAP	Two times per year	
		<p>Activity 5: RTI Process An RTI process has been created by leadership team to establish criteria for students entering and exiting RTI Tier II classes in math. Students will meet benchmark or higher on three consecutive RTI progress monitoring assessments. The student will proceed to another math class and must meet the same criteria to exit. If students meet benchmark in</p>			

		that class and if students are novice or apprentice in reading, he/she will enter reading RTI class.			

6: Transition Readiness

Goal 6: MCMS students will demonstrate a proficiency rating by being college and career ready by meeting the CCR by May 2018 as measured by delivery targets and will transition to high school without remediation.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: MCMS will collaborate to increase the combined reading and math delivery targets by May 2019 as measured by K-PREP and PSAT.</p>	<p>Strategy 1: Design and Deployment of Standards – Eighth grade students will be given opportunities to explore careers. Category: Career Readiness Pathways</p>	<p>Activity 1: Individualized Learning Plans Eighth grade students complete individualized learning plans in order to explore careers and find careers that interest them. Students set personal goals that are revisited periodically.</p>		Career teacher	No funding required
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					